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ABSTRACT

Guidelines for parents involved in teaching their children to read are provided in this Australian early childhood resource booklet. Suggestions are offered for introducing words to children, talking to children, and reading to children. Material focused on the topic of learning to read at home is divided into two sections: (1) reading games, and (2) teaching reading. The reading games described include Matching Cards, Giovanni's Book, Labels, I Spy, Rhyming Words, and Missing Words. Bookmaking, reading primers, word lists, reading materials, reading and writing, and the alphabet are discussed in the section on teaching reading. Additionally, the booklet offers guidelines for helping the school-age reader, including discussions of reading as performance, fill-the-gap exercises, reading to readers, further games and activities, and choosing books. What parents should do if they recognize that their child is experiencing difficulties reading is also briefly discussed. A reading checklist for parents as well as suggestions for further reading complete the booklet. (Author/RH)

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AUSTRALIAN EARLY CHILDHOOD RESOURCE BOOKLETS

No. 1, 1981

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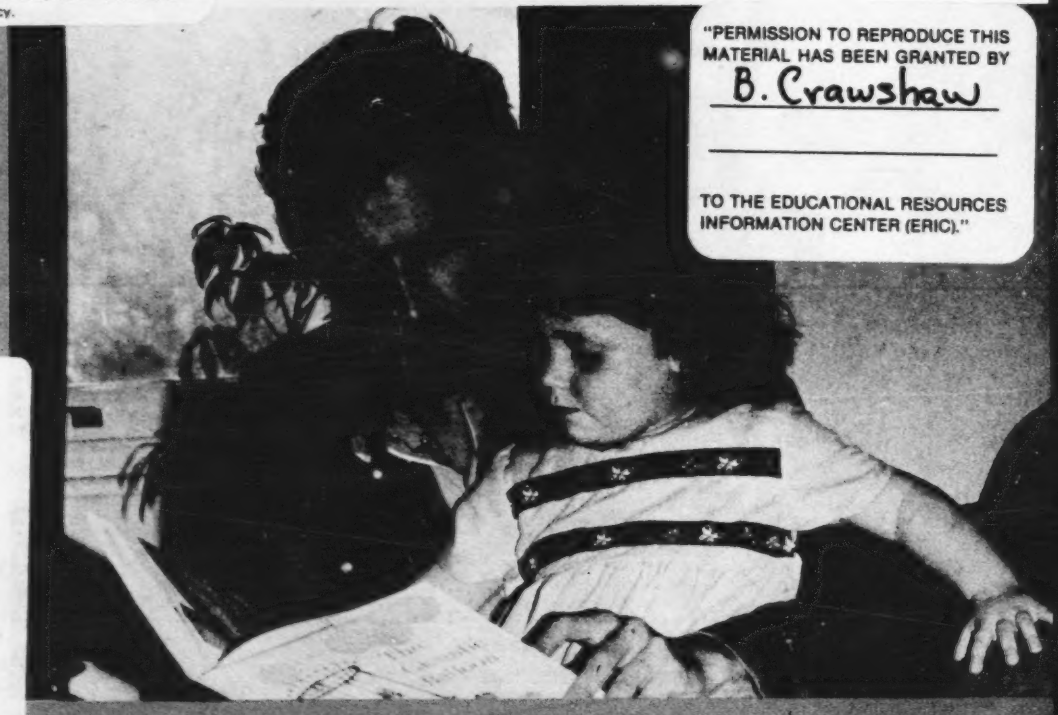
LEARNING TO READ: PARENTS CAN HELP

by Jenny Simons



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Photograph taken by Sally de Torres

ON BECOMING A READER

Learning to read is not particularly difficult. Most of us learned to read some time between the ages of three and eight without undue problems.

This booklet aims to assist parents and others to support and encourage children as they learn to read, and to show that the process can be enjoyable for all concerned.

People often ask about the "right" time or the "best" time for children to start learning to read. There's no precise answer to this question, as learning to read starts, from one point of view, from the moment that new born babies use their eyes to look at, and their brains to make sense of, the world around them.

As children grow and develop, they refine their powers of observation and discrimination so that they see and make sense of the world around them with increasing accuracy. If that world contains symbols such as pictures, signs, trademarks, logos, diagrams and words, then children begin to make sense of these also. They can move comfortably from seeing and naming a real live dog to saying *dog* when shown a picture of a dog, to remembering that the letters d o g printed together make the word *dog*.

Have you noticed that no one ever worries whether a child is "ready" to understand a picture of a dog? We simply show baby a picture, name it as *dog*, maybe say *bow-wow* or *wuff-wuff* to help the fun along, and leave it at that. We know that this time, or next time, or even the time after, baby will understand, and when, at about the age of two, baby says *bow-wow, wuff-wuff,* or *dog* in response to the picture, we are delighted, proud and reassured.

Introducing words

I'd like to suggest that parents (and grandparents, relatives, brothers and sisters) can use this same approach when introducing words. A picture book, an alphabet book, or a home made scrap book may have a word or a phrase with each picture.

What could be more natural than pointing to the caption *dog* and saying *dog* while you are together looking at the dog picture. This should be an incidental activity, quite unpressured, with no expectation that your child "reads" the word back to you or remembers it. That will happen in due course when your child is ready, maybe even years later.

Adults and older children are resources for young children. All day and every day they help young children understand, interpret and make sense of the world around them. The printed word is just another part of the young child's world with which we can assist by reading for them until they are able to read for themselves.

When you draw your child's attention to a word, it should be done casually and naturally whenever you judge that your child would be interested, at whatever age seems right. A two year old may be interested in his or her own name on a bedroom door, a place mat, a letter. A three year old may be interested in your house number especially if the numerals are raised and can be felt with the fingers, or in the street sign at the corner that names the street you live in. A four year old may be interested in product labels on the groceries. A five year old may like to pick out, in a simple book, the name of the principal character after you have pointed it out: it will probably recur on most pages. All of this is reading. Anyone who is already a reader – and this includes older brothers and sisters – can help the pre-reading child to notice and begin to make sense of the printed word. But it must always be done in a casual, matter-of-fact way, and only if the child is interested.

This incidental approach to the beginning of reading that I have described is focussed on *words* and helps the child to develop the understanding that the set of symbols (letters) that we call a *word* has a meaning. Furthermore, the meaning stays the same: d o g always means *dog;* A t h e n a always means your name. At first, children think that we make up the stories that we read to them from books. Slowly they come to realize that the marks on the page prescribe for us the words that we say.

Reading is more than the recognition of individual words, however, reading is the act of deriving meaning from the printed word. It is an extension, into a permanent form, of our oral language. If we want our children to develop an appreciation of, and a facility with, their language, then we should take the lead in exposing them to language – both oral and written – during all phases of their development.

Talking to children

So, in a sense, we are assisting children to become readers whenever we talk to them. The child who is talked to a lot is clearly advantaged. From the earliest months, children attend to the spoken word, absorbing the sounds, inflexions and rhythms of the home language.

When children begin to speak, those around them relish the opportunity for two-way conversations and the rate of language development increases rapidly. Some parents like to write down each new word that their child utters. This is a fascinating exercise, and helps parents appreciate and support their child's effort at speaking. Incidentally, when the child is older, he or she will be fascinated to read over these early utterances; they will be a great source of amusement too.

Reading to children

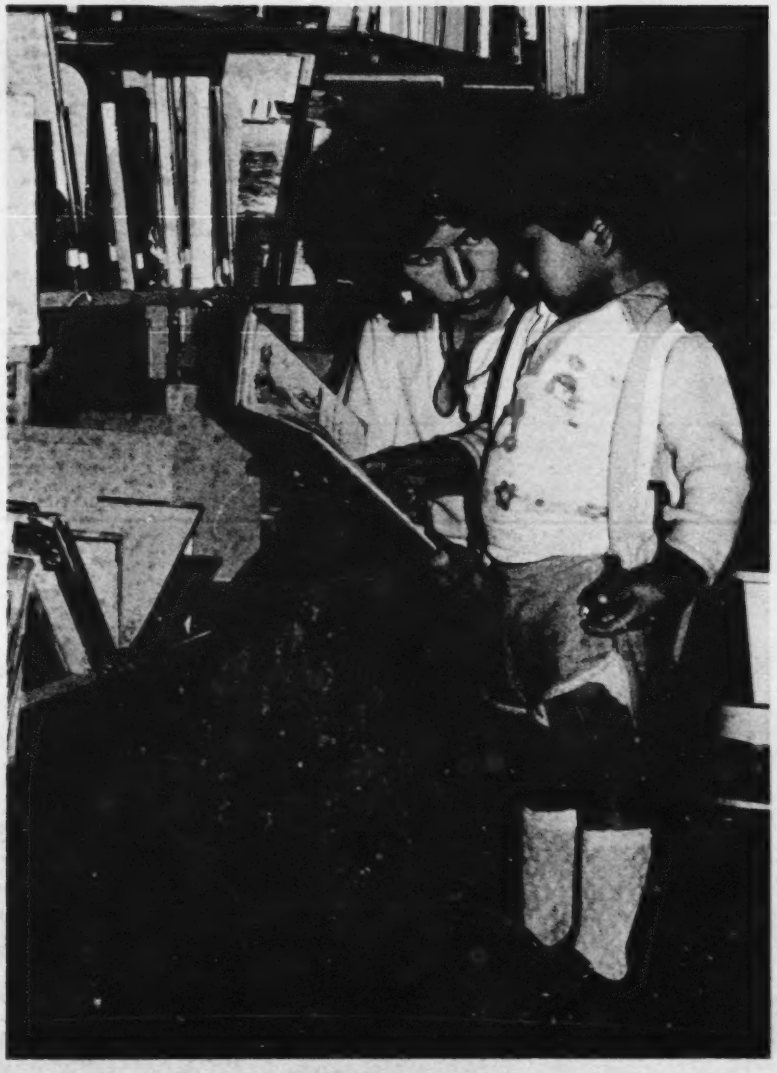
Even before your children begin to talk, you will have begun to read books with them. This is a practice that ideally continues right through childhood – and beyond. Adults, too, enjoy being read to.

By reading to children, we introduce them to the rich heritage of their language. They absorb, effortlessly, and with great enjoyment, the vocabulary, the concepts, the rhythms, the conventions and the music of their language. We pack their minds and hearts with the range of human emotions – love, hate, sorrow, humour, anxiety, reassurance etc; they experience strong emotions and grapple with new ideas in the safety and security of our presence; they learn more about the world around them than they could ever manage to experience in reality; and they learn to love books.

If we want our children to be readers, we must see to it that they learn to love books; then they will be motivated to learn to read; and so they will learn.

A powerful source of motivation for children is to imitate those around them. If members of the family read, if they are seen to enjoy reading and to engage in it spontaneously, then children will want to do likewise.

When you are choosing a book to read to a child, select one where the pictures (or photographs) are attractive, and where the language is just about at the level the child can understand. A child can easily tolerate *some* new words and phrases, indeed needs to hear them in order to build a richer vocabulary. But it is unreasonable to expect a child to keep on paying attention to a stream of barely-understood words. Librarians, teachers and people working in specialist bookshops can help with selection, and so can your child. It is a valuable experience for him or her to go with you to the Library and browse a little, then make a selection. Of course a child doesn't know that "you can't judge a book by its cover", so you may have to be tactful and point out that a certain book will be just right when he or she is older.



LEARNING TO READ AT HOME

Parents frequently wonder if it is desirable or otherwise for children to learn to read before they start school.

In my opinion, there is no harm in early learning, provided that it is a matter of interest and pleasure to the child. The majority of three and four year olds are not especially interested in the printed word: it is incidental to their main concerns and interests. But when children show their interest and want to know more about print, there is no reason at all why we shouldn't meet their demands for knowledge in this sphere. After all, we don't say to a child "I won't teach you to count because you're too young". We just accept that they have an interest and we meet it.

Children may show their interest in learning to read in a number of ways. They may sit down with books and "read" stories, turning the pages in an orderly way; they may begin to pick out and remember words that they see frequently, on signs, labels or television, and ask about new ones; they may become interested in the letters of the alphabet and ask (and remember) their names; they may begin to "write", and to "read" back what they have written; they may memorize exactly, page by page, a favourite picture story book. Observant parents will notice these or similar activities, and help the child take them one step further, joining in with the child, and extending the activity, but only so long as the child is interested.

READING GAMES

Now is the time for reading games. Parents can offer them to children at whatever age they think appropriate: children will either accept and enjoy them – or they will not. In the latter case, the game is best put away for months. If the activity is not enjoyed by the child, then he or she is simply not developmentally ready for that game, and parents must accept the child's response. After all, if you give your children a toy or puzzle that is not suitable, you don't, I'm sure, try to make them play with it against their inclination.

So, in a spirit of fun, when your child is apparently ready for it (and this could be at two years, but is more likely to be at four or five years) you may like to try some of the following games and activities.

Matching cards

You make a set of cards, say 10 x 5 cms which can be paired, a word and a picture. Pictures of interest to your child could be drawn, or clipped from labels, packets or magazines. The game is simply to match the words and the pictures. It can be played by the child alone, or with another person, taking turns to find a pair.

It can later be played by turning the cards face down, as a memory game to remember where the pair lies. At first, or with young children, 4-6 pairs suffice. More can be introduced later. Your child may be able to cut out pictures for the cards, but at least should select them. A box to keep the game in would be useful. Write the name of the game on the lid when your child is watching. There's learning experience in that, too.

Giovanni's (or Maria's) book

You and your child make a book together. For younger children, or for the first book, it may work best to use the child as the subject. First you make a blank book – it may be a few largish sheets of paper stitched together along the centrefold, or a few sheets of thin card stapled or taped or stitched. You choose a theme – or you don't – and then each day you write up one page and illustrate it with a photograph, drawing or magazine illustration. Each printed page should have a word, a sentence or a paragraph, depending on the age, attention span, interest and language development of your child. A book might read:

p1 (Cover) Giovanni's book
p2 (photograph of Giovanni)
p3 This is me
p4 (photograph of your block, flats, house)
p5 I live here
p6 (drawing, cut out or photograph)
p7 I have a trike
p8 (photograph, or a painting or drawing done at pre-school)
p9 I go to pre-school
p10 (piece of wool, or drawing of jumper)
p11 I have a blue jumper

An activity such as this may well take place at pre-school or school, and will be called the Language Experience approach to the teaching of reading. Other suitable subjects for bookmaking: a party, my family, a day in the bush, a visit to the park.

Labels

Make a set of cards about 20 x 7 cms. Write on them, with a thick, felt-tipped pen, the names of objects around you that your child would like to name (e.g. bed, stove, table, Betty, toybox, engine). The game is to run around and put the right labels on objects. As the game is meant to be easy, sketches on the back of the cards, as prompts to the memory, are in order. You will find that your child will give up using the prompts when he or she is ready.

I Spy

Games with spoken words help children to discriminate the sounds that make up the spoken language and help prepare them to understand the phonic regularities of language. Before children have learned the alphabet, there is a variation they can play, which goes: "I spy with my little eye something beginning like *boy*" (answer may be boat, bat, baby).

Rhyming words

The child and the adult take turns at supplying rhyming words:

– e.g. boy – toy
dog – bog
mat – cat

Note that nonsense words are also acceptable – these provide a lot of fun, and demonstrate the concept of rhyme just as well as real words, so:

hug – brug
clean – slean

Sounds strange, but it tickles the humour of 5 or 6 year olds.

Missing words

This is another game where the zany word or phrase is more fun than a sensible one. "I like to eat . . . ." "Hugh can . . . ." "One day we're going to . . . ." You can supply the stem; your child supplies the ending. You can reverse roles if you wish. This game gives your child an understanding of the construction of sentences, and practice in predicting what comes next, an important reading skill.

Games such as the above do not directly teach a child to read, but they focus attention on skills which all readers develop. In addition, they provide a way for children and others to interact through language.

It is by fostering your child's language, both by talking and by reading, that you will lay a sound foundation for learning to read.

Photograph taken by Kevyn Westbrook

TEACHING READING

If, following these games, or similar ones that you invent to suit your own child's interest, you would like to introduce your child to more formal reading activities, you might like to follow the Language Experience approach a few steps further, but only persist for as long as your child wishes. Reading should be fun, exciting, satisfying to the child – and thus to you, too. It's definitely time to stop any session if you or your child gets tense, irritated, impatient, cross or bored. Aim to stop while interest is high. Sessions should last only a few minutes at first, and increase in length as you judge suitable. If the whole venture is not going well, then your child is clearly not ready to learn to read. Stop the sessions, without comment and especially without recriminations. He or she will be ready next year, or the year after. Keep up the talking and the reading: have fun together. Keeping a good close relationship with your child is far more important than learning to read at an early age.

Photograph by courtesy Publications Section, Department of Education, Darwin, N.T.

Bookmaking

Begin, or carry on, the idea of making books together with your child. Each day read over the whole book from the beginning. Run your finger along under the words as you read. Let the child "read" and do likewise. Draw attention to similarities in the script, e.g. many sentences may begin "This is . . . ." or "I have . . . ." Help your child identify people's names. Make a matching game for some of the favourite pages, by copying out the sentence on a piece of paper or card, then cut up the sentence into separate words. The game is to match up these words to the words in the book. Soon your child will be able to make up the sentence without needing to match. Help him or her to memorize the individual words. Compose sentences (orally) that use these words (and others) and leave out one word as you say the sentence. Your child finds the word you have left out. You will notice that from memorization of the book your child will gradually move towards recognizing individual words. You can assist by getting some repetition into the story:

Alinka has a red dress.
Alinka has a blue jumper.
Alinka has blue pants.
Alinka has red shoes.

Reading primers

You may now want to purchase or borrow from your library a simple reading book designed for beginning readers. Most reading primers have a controlled vocabulary so that new words are introduced gradually. When you choose a primer, make sure that the text, however simple, is worth reading. At this stage, you will not be focussing attention on phonics (the sounds of the letters) so you don't need a book of the type "The big pig did a jig". Nor are you focussing on spelling. So long words don't matter: your child can learn to recognize *aeroplane* more easily than *did*. So focus on the meaning.

You may wish to examine the story line. Is it a good tale? racist? sexist? There are unfortunately all too many reading primers still around which portray girls as passive, boys as active. Once you have selected a suitable primer, you can use the same approach as for the home-made book. You read it, your child watches the text and your moving finger; you copy out a few sentences for a matching exercise; discuss words that recur; learn some words off by heart; remember what the others ought to be. You can also read together, your child parroting you as you read along; no stopping to repeat; no emphasis at this stage on the phonic analysis of words.

Word lists

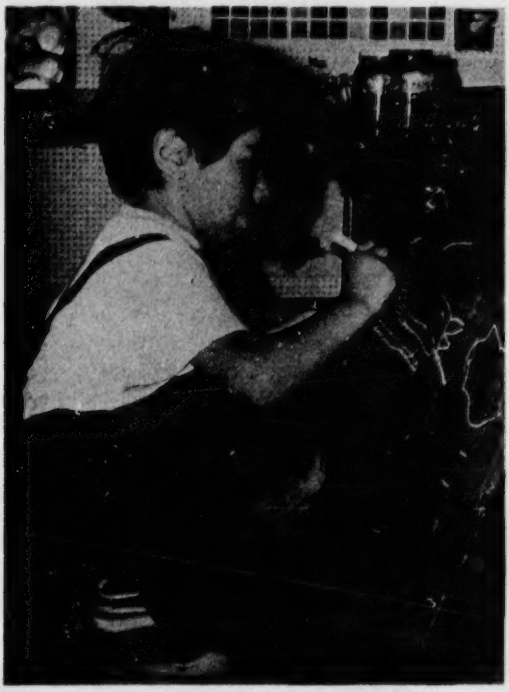
About now, your child realizes that he or she knows a number of words and becomes eager to learn more. You take direction for word lists – "Things I like to eat", "Songs I can sing", "My relatives", "My words".

Reading materials

Reading requires much repetition and practice so it's your role to supply easy reading material: buy or borrow more primers – you can probably find a suitable series; purchase simple comic books; write notes and letters to your child: it's especially good to be able to read something that was written especially for you; reread constantly all the home-made books and easy books you have; read television commercials, read signs, notices, hoardings; visit the Library regularly.

Reading and writing

Often a child's first approach to reading is through scribbling and then "writing". Encourage this by making writing materials freely available. As soon as your child shows an interest in doing so, encourage the copying and tracing over of the words and sentences in the home-made books. It's probably better to use a lower case script (John) rather than upper case (JOHN), as this is the way your child will write at school. Don't comment on your child's writing skill – it's bound to be poor to start with and bound to improve. Simply praise him or her for being able to write – it's a wonderful achievement and is a source of pride and satisfaction to your child. Keep the first letters and words that he or she writes: you'll soon see progress as the small muscles of the hand develop and hand-eye co-ordination improves with practice. Also, keep these early efforts for your child to marvel at when he or she is older.



The alphabet

While a knowledge of the alphabet will not, of itself, teach a child to read, all children begin to notice and to become curious about the letters of the alphabet. You will find that there are beautifully illustrated alphabet books for children, and many informal games can develop around learning the alphabet. Alphabet friezes for the wall can be made or bought. You can also sing the alphabet. Opinion is divided about whether you should use the sound of the letter or the name of the letter with beginners. You might as well do whichever you prefer, since children are going to learn both, in due course. However, the "sounding out" of words (e.g. "k" – "a" – "t" says cat) is now not so commonly used with beginners. A teacher nowadays is likely to say "It starts like *cot* and it rhymes with *rat*." (Answer: cat) or "It starts like *dark* and it rhymes with *log*" (Answer: dog). This is because linguists have pointed out that when we try to isolate the sounds in a language, we distort them, so we say something like "ker-ah-tuh" for *cat*. The newer method demonstrated above avoids pronouncing any sound in isolation. Following this line of thinking, it might be preferable for children to learn the names, not the sounds, of the letters of the alphabet.

HELPING THE SCHOOL AGED READER

The school aged reader needs the support of the family, and its manifest approval of the first efforts at reading. If children bring home reading books from school, they should be listened to, as they read to you, with sympathy and encouragement. Try to ensure that older brothers and sisters do not express contempt for the efforts of the five or six-year old. A child's first efforts may sound halting and unsure, but think of the great intellectual feat that has been accomplished and rejoice with him or her. You can legitimately praise the effort. If your children can't read a particular word or phrase we, who can, should simply say it for them (without comment). If they can't read whole sentences but are willing to try, have a read-along. You sit with the child on your lap, or side by side, with your child on the left (if you are right-handed) and you read at a slow – normal speed, while running your finger along under the print. (This takes a bit of practice). Your child follows your finger and copies what you say, reading along with you. You don't repeat any individual words, just keep on going. In this way, the young learner looks at hundreds of words while hearing them pronounced. The technique may appear to be a little awkward at first, but after a small amount of practice (perhaps repeating each paragraph for the first few pages) both of you will settle down, and your child will enjoy both being read to and having your attention and assistance. After going through the material to be read, one or more times in this fashion, you should find your child can get through it alone. As mentioned before, you should be ready to prompt any unknown words. Don't hold up the flow of the passage by asking your child to "sound out" unknown words. But do be ready to encourage guessing: ask, "What would make sense?"

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READING AS PERFORMANCE

We can think of a child reading aloud as a performer. We wouldn't expect anyone to recite who hadn't learned the poem; we wouldn't expect anyone to sing who hadn't learned the song. By the same token, we shouldn't ask anyone to read aloud to us who hasn't had time to prepare the reading. So, if your child is going to read to you, suggest that he or she prepares the passage first by reading it silently, or by whispering it under the breath. The importance of reading aloud should not be over-emphasized. Most of the reading that the competent reader does is silent reading. This is much more rapid than reading aloud, and the silent reader can cope with some errors or unknown words by simply ignoring them. The passage can still make sense. So it may not be desirable, with young readers, to worry too much about absolute accuracy when they read aloud to us. The purpose of reading is to get meaning from the print. If what they say makes sense, don't be too quick to point out small errors.

FILL-THE-GAP EXERCISES

A good exercise for concentrating on the meaning of the passage is for you to copy it out deleting every 8th or 10th word. The child then reads it, filling in each gap with a suitable word. This is usually an enjoyable task and one that schools often use. Choose a little story or episode of high interest (or make one up yourself) so that there's a reason to want to read the passage. Here's an example of the sort of story you might make up. Chose your topic something that closely concerns your young reader.

A NEW PET

Late at night we heard a noise at the ..... . We opened it and in walked a tiny kitten. ..... mewed loudly so we took it to the kitchen ..... gave it some milk. We named it Midnight ..... it was black and arrived so late. Mum said ..... could keep it for a pet.

READING TO READERS

At this stage, don't give up reading to your children just becauuse they can read a bit for themselves. Remember that they can only read up to a certain level, and that it's really valuable for them to be read to from material at a higher level. This prepares them by way of vocabulary, sentence construction and ideas, for the level they're aiming at next. For this reason, teachers right through the primary grades continue to read aloud to the class. You can help your child at home in the same way.

Photograph taken by John Stefanoff

CHOOSING BOOKS

Keep your young reader well supplied with easy material to read. It's most disheartening to a child to be asked to read material that is too difficult. Children improve steadily in their reading ability, but very gradually, so err on the "too easy" side, if anything. Children soon let us know if something more difficult is needed.

In a large library, there may be a bewildering array of books to choose from. Professional advice from a Librarian will be a great help to get you and your child started. Then when you are making a selection, try to choose some books that the adults will read aloud to the child and some that the child can easily read for himself or herself. There is a quick way of determining the level of difficulty of any book for any young reader. Have your child open the book near the middle and read silently from the first paragraph. Every time an unknown word is encountered, the child counts off one finger by bending it down. If all five fingers are bent before the end of the page – then that book is too difficult for recreational reading. That is, a child will usually enjoy reading material that contains no more than five new words per page.

WHEN CHILDREN EXPERIENCE DIFFICULTIES

If you suspect that your child is having difficulty in learning to read, you should discuss the matter with the Class Teacher. He or she will either reassure you that there is no problem, or suggest a plan of action. The teacher may recommend activities that you can undertake to help your child, or may recommend that you seek professional advice. Remember there are three valuable things that all parents can do for their children who are learning to read:

1) Read to them
2) Talk to them
3) Encourage, love and support them with patience.

A READING CHECKLIST FOR PARENTS

Does my young child

- See other people reading?
- own some books?
- get read to daily?
- have access to writing materials?
- go regularly to the library?
- join adults in conversation?

If you can answer yes to these questions, then you can be sure that you have arranged an environment for your child that will be conducive to his or her learning to read with ease and with pleasure.

FURTHER GAMES AND ACTIVITIES TO HELP WITH READINESS FOR READING

Here is a selection of games and activities which may appeal to you as being suitable for your child. They are useful in giving children ideas about the nature of reading, writing and thinking without any pressure or direct instruction. It is likely that only some of them would seem just right for your child.

Since these are games, they should obviously not be presented in any way that puts an obligation on the child to participate. If they seem to worry a child or to put pressure on him or her, then the games are probably not appropriate to the development of your child at that time. The activity should be quietly put aside till your child is older or till he or she asks to have it.

PLAY WORDS

Make a set of cards that have a word printed on one side and a picture on the other. Make a duplicate of each card. Your child and you will be able to invent a variety of matching and memory games. Start with about four pairs, and add to the set later, or make a bigger set. Encourage copying of the words on to a blackboard, or on to paper, but don't expect accuracy. If your child can "write" a word that you can read, s/he'll be delighted.

WRITING LETTERS AND MESSAGES

Write letters, or messages to members of your family at your child's dictation. You can choose to write down exactly what is said, or you can edit it a bit. It will take your child a while to get the idea of what this writing is all about, but it's a very popular activity once it's understood. Your child will be learning valuable lessons about communication, the utility of being able to write, and even about differences between written and spoken language. If your child dictates, "I did go to the shops wiv my mummy", you may prefer to write it just that way, repeating the sentence out loud as you write; or you may choose to edit it. In this case, say as you write, "I'm writing: I went to the shops with my mummy."

You can take the opportunity to use the vocabularly of reading in a natural way by such activities as:

(1) counting the **words**

(2) finding the shortest and longest words

(3) counting the **letters** in the shortest and longest words

(4) finding a word that starts with a **capital letter**

(5) naming the letters of the **alphabet**

(6) finding letters that match a given letter

(7) noting the **full stop** at the end

Your child can decorate the letter or message with a drawing, or might like to trace over or copy your writing. In this case, leave suitable spaces between each line. Copying with a coloured crayon or pencil looks pretty and doesn't hide the original message.

A SOUND GAME

Make a collection of objects that your child can play with. A set might include plastic animals and little toys, plus some everyday things. You then select a few objects according to their beginning sound (using two different sounds for each turn of the game), and ask your child to sort the objects into two heaps, according to their beginning sounds. It doesn't matter at all if this game is too difficult at first – the useful thing is the way, in discussion, you can alert your child to the similarities and differences in the beginning sounds.

A set of objects might include bone, button, book, cup, cat, comb, dog, duck, doll, frog, flag, fork, lady, lid, ladle, man, mug, mouse, girl, glove, glass, paper, pen, pencil, stick, star, string, rubber, ring, ribbon. If you can't get real or toy objects, pictures will do. Just use two sounds – about 6 objects for any one turn, to begin with. You can later print letters on cards to identify the sets.

SAME AND DIFFERENT

On paper or a chalkboard draw a set of shapes where all are the same except one; the game is to find the one that is different. For example, you might draw five squares

and one circle; five circles and one oval; five triangles and one square. Your child can be invited to circle, or to colour in, the one that is different. As skill improves, you can use rows of letters, eg.

o	o	o	a	o	o
n	u	n	n	n	n
b	b	d	b	b	b

or rows of words

can	can	can	cab
boy	bag	boy	boy
dull	dull	dill	dull

Remember that your child isn't expected to read any of the letters or words at this stage – just to discriminate enough to spot the one that is different.

SORTING CARDS

Make a set of cards with attractive pictures pasted or drawn on them. Sort the cards in to piles of things that "go together" in some way. One pile might be for people, others for foods, animals, vehicles, toys, kitchen utensils. The object of the game is not to sort "correctly" but to cause your child to think, consider, form ideas; and to discuss with someone his or her reasons. Don't start off with too many cards. When the more obvious classifications have been made, shuffle the cards and try some variations such as things that can move/can't move; things that are heavy/light; big/little; I like/I don't like.

IS MY CHILD READY TO LEARN TO READ?

To answer this question, observe whether he or she

- shows an interest in print
- pretends to be reading
- recognises a few words and "reads" them to you
- sits and looks at a book with concentration
- asks questions about letters or words
- writes or draws or scribbles and "reads" it to you
- looks at a book and tells the story while turning over the pages
- draws letter-like shapes and calls them "writing"
- asks you to teach him/her to read

If your child behaves in some of these ways then he or she is probably ready to learn to read.

SUGGESTED FURTHER READING

BUTLER, D. and CLAY, M., "Reading Begins at Home". Richmond, Victoria. Primary Education Publishing. 1979.

GILLHAM, W.E.C., "Teaching a child to Read". London. U.P. 1974.

MACKAY, D. and SIMO, J., "Help your Child to Read and Write and More". Harmondsworth, Middlesex. Penguin. 1976.

MORRIS, R., "Success and Failure in Learning to Read". Harmondsworth, Middlesex. Penguin. 1973.

STOTT, D.H., "The Parent as Teacher". London. U.P. 1972.

OTHER AUSTRALIAN EARLY CHILDHOOD RESOURCE BOOKLETS AVAILABLE

1978 No. 1 CHILDREN LEARN THROUGH EXPERIENCE
No. 2 AN A.B.C. OF CHILDREN'S NEEDS
No. 3 A READING LIST FOR PARENTS
No. 4 SERVICES FOR THE YOUNG HANDICAPPED CHILD
No. 5 WHERE, WHAT, WHEN – A DESCRIPTION OF SERVICES FOR CHILDREN

1979 No. 1 AUSTRALIAN EXPERIENCES WITH PLANTS AND ANIMALS
No. 2 SHARING OUR DIFFERENCES: DEVELOPING A MULTI-CULTURAL PROGRAM
No. 3 PLANNING FOR THE VISUALLY IMPAIRED CHILD
No. 4 BABIES LEARN FROM BIRTH – THE FIRST YEAR
No. 5 TODDLERS' PLAY (Originally printed as "Babies Learn From Birth" – The Second and Third Years")

1980 No. 1 THE PLAYGROUND – AN OUTDOOR ENVIRONMENT
No. 2 MOVEMENT EDUCATION FOR YOUNG CHILDREN
No. 3 PARENTS AND TEACHERS TOGETHER – FOR CHILDREN
No. 4 TEACHING SPEECH TO YOUR LANGUAGE DELAYED CHILD
No. 5 THE IMPACT OF TELEVISION DURING EARLY CHILDHOOD

PROPOSED TOPICS FOR 1981 WILL INCLUDE:

- THE SOCIAL, EMOTIONAL AND EDUCATIONAL NEEDS OF YOUNG CHILDREN.
- STORIES FOR YOUNG CHILDREN.
- SPECIAL REPORT ON THE NEEDS OF THE HANDICAPPED FOR INTERNATIONAL YEAR OF DISABLED PERSONS.
- CHILD ABUSE.

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